

CHESHIRE ACADEMY HAS A LONG AND PROUD HISTORY OF ASSISTING STUDENTS WITH THEIR INDIVIDUAL LEARNING NEEDS TO MEET THE RIGORS OF A COLLEGE PREPARATORY PROGRAM.

THE GOAL OF THE ROXBURY ACADEMIC SUPPORT PROGRAM IS TO DEVELOP PROACTIVE, KNOWLEDGEABLE, AND INDEPENDENT LEARNERS WHO TAKE RESPONSIBILITY FOR THEIR EDUCATION AND ACADEMIC SUCCESS. ROXBURY ALUMNI GRADUATE FEELING CONFIDENT AND FULLY PREPARED FOR THE DEMANDS OF COLLEGE.

Our unique one-to-one program is designed to strengthen the ability of our students to discover, master, and utilize tools and strategies that allow them to become more productive learners.

We offer four levels of one-to-one service in order to provide the most appropriate guidance, systems, and attention each student needs at his or her level of experience and success. Placement in one of the levels is determined on a case-by-case basis and we involve a team of adults, led by the Roxbury staff, that includes Admission and Health Services, along with elements of the applicant's records. Consideration of placement is also given based on the requests of parents, teachers, and administrators. With parent and staff permission, students may enroll in Roxbury at any time during the school year. Please note, in order to provide the supplemental support required, the Roxbury Academic Support Program is a fee-based system, and costs are not included in tuition.

#### **Roxbury FOUR**

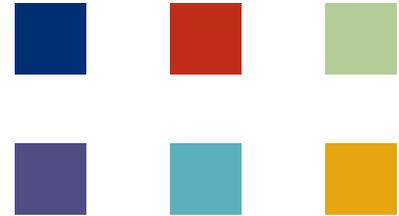
This is the most comprehensive level of the Roxbury Academic Support Program. Roxbury Four pairs an individual student with an instructor, one-to-one, for four class periods

weekly. This time is scheduled as part of the student's regular academic day. The Roxbury instructor is a learning specialist who addresses the student's academic strengths and weaknesses, and enables him or her to improve self-advocacy and executive-functioning skills. The support of the Roxbury instructor helps each student to reach his or her highest academic goals and potential. At this level, the student's teachers each provide the Roxbury instructor a weekly report based on the student's performance in their classes. The Roxbury instructor then communicates their assessment to parents in a comprehensive weekly report.

#### **Roxbury THREE**

The Roxbury Three level provides students the same services as Roxbury Four, except the student meets with the instructor three times per week. Weekly reports are provided to the student's parents based on feedback from teachers and the Roxbury instructor.

## Roxbury Academic Support



#### **Roxbury TWO**

In Roxbury Two, the student meets one-to-one with the instructor two days per week and reports are sent to parents bi-weekly. This service is tailored more toward the student who needs some additional direction and strategies in order to develop the tools necessary for a greater level of independence and academic productivity.

#### **Roxbury ONE**

This level is designed to serve the student who does not need support daily, but could benefit from some additional instruction in order to develop his or her organizational and planning skills. Checking in once per week with a Roxbury instructor allows the student to monitor, assess, and increase personal academic success. Reports are sent to parents on a monthly basis.

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See more at [CheshireAcademy.org](http://CheshireAcademy.org)



## Roxbury Academic Support

### Sessions include:

- Teaching, modeling, and reviewing strategies to enhance the student's individual learning style
- Emphasizing executive functioning skills such as organization, planning, and problem-solving
- Reviewing course material as needed and addressing study and test-taking strategies

### Planning and Organization

- Maintaining a strategy to stay organized with homework and assignments, and regulating time-management skills
- Breaking down long-term assignments into manageable chunks and checking up on current work
- Using mind maps and graphic organizers

## Study Skills

- Forming note-taking and test-taking strategies
- Learning memory strategies such as mnemonic devices
- Using master notebook, spiral notebooks, or folders: an individualized form of organization that works best for the student and fits course requirements

## Self-Advocacy Skills

- Modeling communication and encouraging positive interpersonal behaviors with teachers
- Encouraging students to seek out extra help, clarification, and information from classroom teachers
- Assisting students in taking advantage of opportunities to improve their grades: paper and test corrections, extra credit, technology applications, and speech-to-text support

## Classroom Content

- Reviewing student understanding of the information presented in class
- Developing flexible/active reading strategies for textbooks, novels, primary documents, and articles
- Establishing a buddy system—if needed—for sharing and comparing notes

## A Safe & Comfortable Environment

- Modeling and encouraging a positive attitude
- Working with students to recognize strengths, weaknesses, and strategies that work best
- Teaching coping skills, praising positive work, and re-grouping when necessary

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**Grades 9-12 and Postgraduate  
Coed, Boarding and Day**

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**CheshireAcademy.org**